

CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the research background, research problem, research objectives, research significance, scope and limitation and definition of the key terms. Each section is presented as follows:

1.1 Research Background

English becomes one of the popular languages in the world. Many countries use English as their first and second language, even Indonesia. Indonesia chooses English as one of subjects taught at their schools. The students in Indonesia learn English from Elementary to University level as a compulsory subject. In Indonesia, learning English is used as a tool for getting information and a tool in making relation to other countries.

In English language teaching, there are four main skills, namely speaking, listening, writing and reading. Reading as the one basic skill in English has important roles to support other basic skills. Heilman (1967, p.8) said that “reading is the process of getting meaning from printed word symbols”. Therefore, reading is certainly an important activity for expanding knowledge of a language.

There are several aspects that teacher should prepare before teaching, such as the material, the media and the strategy in teaching. Brown (2014, p.124) said that

“strategies are those specific actions that we take to solve a given problem, and that vary considerably within each individual”. Some teachers have different strategies in teaching. There are many kinds of strategies to teach reading. Every teaching strategy has its strengths and weaknesses. The variation of strategies can be applied by the teacher based on the lesson that will be taught. Therefore, a good teacher should know how to apply their strategy and teach the students well.

The teacher should implement the teaching strategy very well. The important thing in implementing the teaching strategy is by following the appropriate stages to get a good achievement.

According to Brown (2014, p.8), teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, causing to know or understand. By using an appropriate strategy of teaching, the target of teaching and learning will be reached.

In the previous study, Prastutik (2008), in her research entitled “Strategies in Teaching Reading Used by the ESP Teacher at First Semester in English Department in University of Muhammadiyah Malang”, found that there were four strategies of teaching ESP Reading used by the teacher at the first semester of English Department. The strategies included: 1) the direct reading thinking strategies, 2) the oral reading strategies, 3) teaching basic skills within meaningful contexts, and 4) promoting meaning construction through group discussion. The other researcher, Wibisono (2017) conducted the research about “Strategies Used in Teaching Reading

for the First Grade Students of SMA Negeri 9 Malang”. He found the strategies applied in teaching reading were Preview, Question, Read and Review.

The difference between this research with the previous researchers is the subject. The subjects of previous studies were in senior high school and first semester in university. The researcher chose IX grade in Junior High School students because it is the important level. The teacher should strive to make situations which develop the student’s creativity, imagination and creative-critical thinking.

Strategy in teaching and learning process is very important. From this reason, the researcher conducted a study entitled “An Analysis of Teacher’s Strategies in Teaching Reading for IX Grade in SMP Negeri 2 Ngantang”.

1.2 Research Problem

Based on the research background, the researcher formulates the problem as follows:

1. What are the teacher’s strategies in teaching reading for IX grade in SMP Negeri 2 Ngantang?
2. How do the students’ response to the teacher’s strategies in teaching reading for IX grade in SMP Negeri 2 Ngantang?

1.3 Research Objectives

Based on the statement of the problem mentioned above, the purposes of the study are:

1. To find out the teacher's strategies in teaching reading for IX grade in SMP Negeri 2 Ngantang.
2. To know the students' response to the teacher's strategies in teaching reading for IX grade in SMP Negeri 2 Ngantang.

1.4 Research Significance

After studying and analyzing the problem, the researcher expected that this study gives contributions both theoretical and practical benefits.

- I. Theoretically, it is expected to be useful information about the teacher's strategies in teaching reading. It can improve the quality of teaching learning, especially in teaching reading skills. Besides, the result findings that are related to teaching strategies also become the contribution for further researcher and support the existing knowledge in similar field of study.
- II. Practically, this study is expected to give input to the future teacher about teaching strategies in teaching English reading skills and for the students, this study can give motivation to improve their ability in reading.

1.5 Scope and Limitation

The scope of this study is about the strategies that are used by the teacher in teaching reading. Then, the limitation of this research is the English teacher in IX grade of SMP Negeri 2 Ngantang.

1.6 Definition of Key Terms

To avoid misunderstanding and misinterpretation of the concept in this study, the researcher presents the definition of key terms as follows:

- a. *Reading* is a highly complex, language-based process that integrates the reader's world and experimental knowledge, her knowledge of text structure and features, and her ability to make sense of written symbols (Colombo,2012, p.188).
- b. *Teaching* is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, causing to know or understand (Brown,2014, p.8).
- c. *Teaching strategy* is teachers' style used in choosing teaching learning activities which are carried out in teaching learning process (Uno,2008, p.3).